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## UA45/1/1 State Normal Bulletin, Vol. 6, No. 3

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# The State Normal Bulletin

Entered as second-class mail matter, November 23, 1906, at the Postoffice at Bowling Green, Ky., under the act of Congress of July 16, 1894. Published Quarterly, Normal Heights.

VOL. 6.

BOWLING GREEN, KY., MAY, 1912

No. 3.

## SUMMER SCHOOL

WESTERN KENTUCKY STATE NORMAL SCHOOL

BOWLING GREEN, KY.

June 18—SIX WEEKS—July 26  
..1912..

Academic, Professional and Special Work Offered

A Large Faculty of Experts Will Have Charge of the Work

### REGULAR COURSES OF STUDY.

The regular courses are not published in this issue of the Bulletin. All of them are continued through the entire Summer Term. Persons desiring additional information concerning regular courses will be furnished it upon application.

### THE PURPOSE OF THE SUMMER SCHOOL.

The State Normal continues its regular work until the close of the year, July 26th. All of the departments are represented. Besides the regular work the members of the Faculty and other specialists employed for the Summer Term will offer a great deal of special work suited to the needs of teachers of each of the grades, from the Primary through the High School.

The Entire Faculty will be retained for the Summer School. A number of specialists, lecturers and entertainers are being added.

Credits will be given for all work done in the regular courses and, also, for work not in the regular courses, according to the subject and to the amount and nature of the work done.

**Outings and Excursions.**—Bowling Green is situated at the head of navigation of the Big Barren River, one of the most beautiful streams in the country. Row boats and launches can be rented at any time for trips down the river.

Once in the term the entire school will go on an excursion down to Brown's Lock, and to Mouth of Gasper. One or more parties will go to Mammoth Cave, twenty-eight miles away. Every student at some time will walk out to Lost River, a remarkable and wonderful freak of nature.

### THE NEW NORMAL SITE.

The School was moved to Normal Heights on February 4, 1911. The new home of the Western Kentucky State Normal School is becoming marvelously beautiful. Nature gave the great rugged hill; and the Landscape Artist and the Architect, the harmony and beauty of its decoration and development. The views from every part of the hill and from the windows and the porches are refreshing and inspiring. In every direction there spreads out before the eye a wide expanse of landscape, diversified by the winding river, the cultivated lands, the forests, and the everlasting hills, some of whose crests mark the horizon fifty miles away. Normal Heights has its rugged, shady nooks, its curiously weathered rocks and its historic old fort. Normal Heights is an ideal place to conduct a Summer School.

The buildings consist of:

Recitation Hall, a large structure in which most of the classes meet and in which there



are located the Library, the Training School, and the Department of State Board of Health and State Bureau of Vital Statistics.

**Cabell Hall**, which was originally an elegant and magnificent residence. The rooms of the lower floor are occupied by the Music Department, and those of upper story by the Department of Domestic Science, Economy and Practice.

The **New Vanmeter Auditorium and Administration Building**, including the Chapel, the offices and a number of recitation rooms. The building is commodious and artistic, the Auditorium being one of the most beautiful in the country, while the building itself is unsurpassed in dignity and grandeur.

#### THE "TIRED TEACHER."

Many teachers, after the worry and work of the school-room through the nine or ten months term, want to get away into a restful environment, for a few weeks of the summer, where they can recreate and at the same time do some special work to keep themselves abreast of the profession. The institution does not want idlers, but the tired teacher who recreates and who carries with his recreation one or two subjects in regular classes and who hears some special lectures and catches a new inspiration, a new spirit, is in no wise idling. Such teachers make most desirable students and are choosing work most wisely. The State Normal offers the best possible opportunity to the "tired teacher."

#### COURSES OFFERED.

The following is a brief and somewhat incomplete statement of the courses that will be offered. Those desiring further information should write at once to President H. H. Cherry, Bowling Green, Ky. Prompt and cheerful answers will be given to all inquiries. Many of these topics are discussed at length further on in this Bulletin.

**ADVANCED GRADES.**—The advanced grades of the Training School will be conducted on the departmental plan, in order to exhibit a great variety of subjects and problems of these grades. Illustrative work may here be seen in Industrial Arts, Domestic Science, Story-Telling, etc., besides regular instruction.

**AGRICULTURE.**—Classes will be sustained in the Principles of Elementary Agriculture

and Farm Management, accompanied by observation and practice on the Normal farm. Here one will see the practical experiments in fertilizing, spraying and the growing of the various crops. Special lectures will be delivered to groups of students according to their interests in the subjects.—Dr. Mutchler.

**BOTANY.**—The course in Botany will be sustained during this term to meet the needs of the teachers of this subject in the High Schools of the State.

**BIOLOGY.**—The work in this subject will be arranged to meet the needs of the Summer School students. The work is always given a very practical turn. Two or three grades will be sustained.—Dr. Mutchler.

**CITY TEACHERS.**—We wish to call especial attention to the wide range of subjects arranged to meet the wants and needs of the city teacher. Not only this, but experts have been employed to lecture and to teach these subjects.

**COMMENCEMENT.**—The graduating exercises of the State Normal will be held July 24-26, 1912. The music on this occasion will be of high order, and addresses will be made by educators of national reputation.

**CHEMISTRY.**—A class will be sustained in Analytical Chemistry. Especial attention will be given to the analysis of water and foods.—Mr. Craig.

#### CIVIL GOVERNMENT.—

**COMPOSITION.**—Mr. Clagett, Miss Reid.

**CLASSICS.**—Some of the best products of Literary Art will be read and discussed in regular classes.—Mr. Clagett (see Literature).

**DOMESTIC SCIENCE, ECONOMY AND PRACTICE.**—There will be at least two grades of work offered in advanced and beginning classes. Also, the subject will be taught to the children in the Practice School. This not only offers opportunity to learn the subject, but to observe its practical application in the schools. Special lectures will be delivered to those interested, on numerous phases of the subject and its application. The department is well equipped and the teacher is practical and experienced.—Miss Scott.

**DRAMATIZATION.**—This popular phase of Reading and Literature teaching will be illustrated in the Training School.

**DRAWING.**—Plain color, and blackboard. Also, a course will be offered of higher class, suited especially to those who are planning to teach the subject in the public schools.—Mr. Webb.

**EDUCATION.**—Brief lecture courses will be offered by members of the faculty and of the Practice School to those interested, in the subjects following. The number of lectures will be determined by the needs of those in attendance.

Not only will a series of special lectures be given, but regular classes will be sustained in Method in Language, by Mr. Leiper; Method in Reading, by Miss Frazee, and Method in Geography, by Mr. Green. High School subjects are offered in regular classes. Numerous lectures will be given on the teaching of these subjects.

Problems of the High School Teacher.  
Problems of the City School Superintendent.  
Problems of the County Superintendent.  
Problems of the Rural School.  
Kindergarten Methods.  
Story-Telling in the Grades.  
Supplementary Reading in the Grades.  
Manual Arts in the Practice School.  
Geography Teaching in the Grades.

The following subjects in Education will be offered as regular class work:

General observation in the Training School.  
School Management.  
School Supervision.—Dr. Kinnaman.  
Method of Teaching.—Miss Frazee.  
Method in the Grades.—Miss Frazee.  
Method in Reading.—Miss Frazee.  
Method in English.—Miss Frazee.  
General Pedagogy.—Dr. Kinnaman.  
History of Education.—Dr. Kinnaman.

**ENGLISH.**—Classes will be sustained in English II, III, V, VII, and IX: American Literature, Early English Literature, English of the restoration, and English classics.—Mr. Clagett, Miss Reid.

#### EXPRESSION.—

1. Reading.—Mr. Burton.  
2. Expression (class-work).—Mr. Burton.  
3. Expression (private).—Mrs. T. C. Cherry.

**FRENCH.**—Classes of at least two grades will be sustained in this subject. The teacher, Miss Woods, speaks French fluently, having spent several years in Paris, where she studied

the language under the best French instructors.—Miss Woods.

**GAMES AND PLAY.**—The playgrounds in the Practice School are supplied with such devices as the best city schools are using, and will be suggestive to teachers of all grades as to methods of adopting and adapting playground apparatus.

**GERMAN.**—Two or three classes, more or less advanced, will be sustained in German, with a view to meet the demands of teachers of this subject in the High Schools of the State, giving them an opportunity of reviewing, or pursuing the study of this language according to the most advanced methods of teaching a living language.—Miss Woods.

**GEOGRAPHY.**—There will be classes sustained in Political, Physical, Commercial and Industrial Geography. A brief course of lectures will be delivered along the line of the following:

The Meaning, Scope and Content of Geography.  
The History of Geographic Development.  
The Relation of History to Geography.  
The Relation of Science to Geography.  
Method in Geography.  
Map-making.  
Commercial or Economic Geography.  
The Relation of Natural Resources to Nation-making.—Mr. Green.

**GRAMMAR.**—The regular class-work will be offered, as usual, and a brief course of lectures, to those interested.—Mr. Leiper.

**HISTORY.**—The history offered will be American History II, History of Greece, Nineteenth Century History, and Political Parties and Party Problems.—Mr. Stickle.

**INDUSTRIAL ARTS.**—This will include hand work, gardening, domestic arts, etc., teaching and illustrating the complex world of industry surrounding children.—Miss Birdsong.

#### KENTUCKY HISTORY.—

**KINDERGARTEN.**—The announcement of this work appears under the discussion of the Normal Training School in this Bulletin.

**LATIN.**—Latin Two.—This course completes Pearson's Essentials of Latin, beginning with Lesson XLIV. Short selections from Caesar will be read before the close of the term.

**Latin Five.**—This is a rapid reading course in Caesar. Portions of Books II, V and VI will



be read. Frequent half hours will be spent in sight translation. One hour each week will be devoted to prose composition.

**Latin Ten.**—The sixth book of Virgil's Aeneid will be read. Mythology and Roman Religion will be emphasized in connection with the reading work. Scansion and rhetorical figures of speech will be reviewed.

**Latin Teachers' Course.**—A special course of lectures, discussions and original investigations touching the problems of teaching Latin in the first and second grades will be offered. Two papers showing original investigation will be required of each teacher taking the course. A new course of reading for the second year will be suggested. Observation work of at least five hours will be required, Latin Two above being used for this purpose.—Mr. Leiper.

**LITERATURE.**—Two classes will be sustained in English, and one in American literature from an historical standpoint. Another class will read two of Shakespeare's plays.

**LIBRARY.**—A brief course will be offered on the management and use of public libraries.—Miss Ragland.

**LIBRARY ECONOMY.**—This course offers six weeks of systematic instruction in library science. It is not a substitute for the extensive courses offered in Library Schools.

The following subjects will be treated:

1. Relation Between the Library and the Schools.
2. Classification and Arrangement of Books.
3. Book Selection and Book Buying.
4. Mechanism of Books.
5. Study of Reference Books.
6. Investigating a Subject in a Library.
7. Catalogues, Indexes and Book Reviews.
8. History of Libraries and History of Books.
9. Children's Books.
10. Bibliography of Special Subjects.—Miss Ragland.

**LABORATORIES.**—Our laboratories are open to all Summer Students doing work in Biology, Physiology, Agriculture, Chemistry, and Psychology.

**MANUAL ARTS.**—Paper cutting and folding, basketry, woodwork and moulding, in connection with the Practice School.

**MATHEMATICS.**—Several classes will be sustained in Arithmetic, Algebra and Geome-

try. If there is a demand, there will be classes also in College Algebra, Trigonometry and Surveying. Also, there will be some special lectures offered to advanced students on Mathematics teaching in the upper grades and High Schools.—Mr. Alexander, Mr. Marshall.

**METHOD.**—Several classes will be sustained covering methods in Language, Reading, English, Geography, and other subjects. See Education, and the article on the Training School.

**MUSIC.**—Two classes in Public School Music will be sustained during the summer.

**Course I.**—Includes the Rudiments of Music from the very first, beginning with practical method work for the grade teacher; elementary sight singing, also kindergarten work.

**Course II.**—Three and four part singing, theoretical work, including the Theory of Scales, Intervals, Chords, Melody writing, Sight singing.

**Music—Public School Supervisors.**—The State Normal School offers unsurpassed facilities for those students who are looking forward to becoming Music Supervisors in the Public Schools.

The course is as follows:

Knowledge of the Elementary Rudiments in Music, the courses which are outlined in Classes I and II, besides special work in Piano, Voice and Harmony, consisting of written work which gives practice in rhythmic forms; methods which provide intimate acquaintance with the best presentation of the subject of Public School Music in books; practice in reading and interpretation.

Piano (private).—Mr. Strahm.

Piano (private).—Miss Rodés.

Voice (private).—Mrs. Settle.

The Normal sustains an orchestra, which is open to those who play passingly well.

Chorus organization rendering first-class music, open and free to all who sing.

We would call special attention to our Musical Department, as explained and discussed in the regular catalogue.

**NATURE STUDY.**—This subject is studied concretely and is made to apply to the real environment of the student. Attention is given more to forms that are useful or harmful than to those that are rare or striking.—Dr. Mutchler.

**PENMANSHIP.**—A thoroughly practical course in business writing, special attention being given to position and movement and to form of letters. Analysis of letters discussed. Method of teaching penmanship. Blackboard work.

**PHYSICS.**—Lectures and Laboratory. Regular and Special Courses. Mr. Craig will offer also a series of lectures to teachers of Physics on such subjects as:

The Scope of the Work.

The Courses of Study for the High School.

The Experiments of the Laboratory.

The Purpose of the Experiment.

Physics as Applied to Rural Life.

**PHYSIOLOGY.**—This will be Physiology II, or Sanitary Science. A detailed statement of the work appears elsewhere in this Bulletin.—Dr. Mutchler.

**PRIMARY LANGUAGE METHODS.**—A special course in Language Methods for the first three grades will be offered. Observation in the Training School and reports to the class will be required, while model lessons with the children will be given before the class by the regular teachers in the Training School. The result of the course will be a language manual for these three grades in the shape of a note book prepared by each teacher taking the course.—Mr. Leiper.

**PSYCHOLOGY.**—Introductory.—This class will use Halleck. A number of illustrative experiments will be made, helping to a better comprehension of the subject.—Mr. Burton.

**Experimental.**—This class will spend two hours a day in the psychological laboratory. While much of the work will be purely illustrative, the class will undertake some of the real minor problems of experimental psychology, with a view to publishing results. Much help will be given along the line of suggesting problems, the devising of methods and the devising and constructing of apparatus. Some effort will be made to become acquainted with the literature of the subject.—Dr. Kinnaman.

**PEDAGOGY.**—The class will devote its entire time to a study of the educational problems of Kentucky.—Dr. Kinnaman.

**READING.**—I. A course in Reading and Spelling will be given, in which special emphasis is put upon marking and pronunciation. Correct breathing, articulation and enunciation will be emphasized. Practice in oral

reading daily to show how correct oral reading aids in the interpretation of thought. Lectures, occasionally, to show the place of reading in the schools, and how to correlate it with the other school studies. This course should prove especially helpful to young teachers.

II. Reading II is intended for more advanced students and teachers who have had some experience. Reading I or its equivalent will be necessary as a prerequisite to entrance in this course.

All the mechanical principles of reading; such as force, rate, pitch, movement, and quality will be studied and illustrated. Daily practice in interpretation by the use of dramatic recitation on the part of the students. Some choice selections will be memorized, and the principles of public speaking will be taught. It will be shown how oral reading is an excellent auxiliary to silent reading or thought getting.

III. In the summer term a course in the Pedagogy and Psychology of reading will be offered. Special attention will be given to methods of teaching reading in the grades. The philosophy of the methods and plans in use in our Model School will be explained.

Dramatic reading, with its value will be discussed.

Special attention will be given to reading as a vocational study, as a disciplinary study, and as a culture study. The value of eye and ear training as it must come in a well-taught reading class will be brought out, and its psychological value shown.

This course should be especially attractive to teachers of considerable experience, who are not satisfied with their work in teaching the subject, or who find classes in reading lacking in interest among the pupils.

**RHETORIC.**—Rhetoric I will be sustained. The class will use Kavana and Beatty's text.—Miss Reid.

**SANITARY SCIENCE.**—This is one of the most important subjects that one can study. The demand that teachers shall be informed on problems of sanitation and health are imperative.—Dr. Mutchler.

**SPANISH.**—To meet a growing demand for this language, in consequence of our commercial relations with Spanish-speaking countries and our Spanish possessions, a course in this language has been recently added to the Mod-



ern Language Department of the Western Normal, affording students an opportunity of equipping themselves in the shortest possible time for an intelligent and progressive handling of this subject.—Miss Woods.

**STORY TELLING.**—The use of the story in the Public Schools is no longer a mooted question. Our Summer School employs a competent person not only to tell stories, but also

to lecture on the various phases of the subject.

**SUPERVISION.**—This subject will be offered in regular class and will take up the various problems that the Superintendent and Principal must meet. The problems of the subject will be duly classified. Especial attention will be given to the literature of the subject, and to the supervision of the schools of the smaller towns.—Dr. Kinnaman.

## The Normal Training School

### Term and Organization.

The usual four weeks' summer session of the Normal Training School will begin Monday, June 24. The school will be comprised of children of primary and grammar grades and, above the second grade, will be organized departmentally.

### Primary Work.

Grades 1 and 2 will be taught by Mrs. Louise Beasley Roemer, who until recently has been the regular teacher of Grade 2 in the Training School. Mrs. Roemer is a most artistic teacher of little children, and a master of primary method. She will give a series of discussions open to all who are interested in primary work on the following topics:

Reading in Grades 1 and 2.

The Blackboard Lesson.

The balance to be maintained between easy and difficult reading matter.

Phonic teaching—its value, how its results may be carried over into the intermediate grades, the most economical methods of handling; its relation to the development and control of the vocal organs, etc.

Story-telling by teacher and pupils.

Poetry in the primary school, its selection and memorization and how children may be taught to read it appreciatively.

Number work in Grades 1 and 2.

### Department Work.

Above second grade, the work will be handled departmentally. Special teachers will take charge of such lines of work as will be profitable to the observing student and at the same time suitable as vacation employment for the children.

**Reading, Dramatization and Story-Telling** will be given by Miss Maude Gray.

The various phases of work in reading will be illustrated with classes of children. Dramatization as a help in the interpretation of the reading lesson and the expression of its thoughts will be a feature of the work. Lessons in language and composition will also be made to center about the dramatic activity of the children, and they will be directed in the creation of short plays.

The story hour, which was so pleasant a part of the day's program last year to both children and student observers, will again be given a prominent place.

In an afternoon period Miss Gray will discuss these lines as they bear upon the work of the grades.

### Industrial Arts.

The addition of this new line of work to the curriculum of the Summer School will illustrate how modern education is attempting to meet a great present need in the adjustment of the individual to the industrial world. It will aim to put the children into vital touch with some of the essential things in the vocational life of the local community. Certain types of hand work will be given, not so much for the sake of their "busy work" value, but more fundamentally as interpretative of the complex world of industry in which the children live, and as preparatory to a more efficient and creative work in the world.

This work will be directed by Miss Nellie Warren Birdsong, who the past year has been the teacher of Grade 5 in the Training School. Miss Birdsong is a Virginian, has taught in the

schools of Richmond, in that state, and is a graduate of Teachers' College, Columbia University. She has been specially trained as a teacher of industrial arts, holding the diploma of Teachers' College in this line of work. She is a teacher of unusual skill in the handling of children. Miss Birdsong will give an afternoon course in industrial arts for teachers.

### School Garden.

The children's garden will be in operation during the summer term. Some of its crops have been planted with the view of their still being under cultivation or ready for gathering during July. This work will be under the direction of Dr. Fred Mutchler and Mr. Will Taylor, of the Normal Department of Agriculture.

### Domestic Science.

Lessons in cooking will be given the older girls by Miss Scott, head of the Normal School Department of Domestic Science. If the maturing of the garden crops will permit, this work will include the canning of garden products. The recent economic results that have attended this type of work in certain sections of Kentucky and the South will give a peculiar interest to this feature of the summer work in Domestic Science.

### Physical Exercise.

Light games, suitable for summer playing, gymnastics and rhythmic movement with music will serve for recreation and physical development and will also illustrate what may

be done in our public schools in work of this type.

### Library.

A children's library will be established in one of the rooms of the Training School, in which the children will have access to such books as they may need for reference work or may select for recreation.

### Open to Observers.

All lines of work connected with the Training School will be open to observation and teachers are cordially invited to go about with perfect freedom.

### Kindergarten Department.

The Kindergarten, which last year was a source of never-failing interest and instruction to the teachers who observed its work, will be continued in the coming summer session.

A forenoon session of two hours will be devoted to directing a class of children below school age along the lines of regular Kindergarten occupation, games, and stories. In the afternoon one or more courses of instruction in kindergarten methods will be given to teachers. It will be the aim to make all of this work contribute directly not only to the help of the professional kindergartner, but to that of the primary teacher as well. There are few experiences more enlightening and fruitful of the primary teacher than that of continued observation of the work in a first-class kindergarten.

The work of this department will be in charge of Miss Mary Bingham Pratt.

## ENGLISH

### ENGLISH TWO.

This course is a brief history of American Literature, followed by a critical study of some of the American classics, with special stress upon the four distinctive fields in American Literature—the Short-Story, the Word, the Essay, and Poetry. There will be no theme writing in this course.—Miss Reid.

### ENGLISH THREE.

This course in written English presupposes some work in composition and literature. It

is a critical study of several American and English classics, as models for theme writing, with some original themes on subjects from Life and History. It attempts to correlate the practical with the cultural.—Miss Reid.

### ENGLISH FIVE.

English Five is the first term in the history of English Literature proper, and covers the ground from the beginning to Tottle's Miscellany, 1557. It passes rapidly over the Anglo-Saxon period, as we can only know of the liter-



ature here in translation. The beginnings of Middle English in "Poema Morale," Layamon's Brute and the Romances, we read with some care so as to prepare the student to understand Chaucer. This great poet makes, of course, the chief interest in the term's work. Extracts from poems in his French and Italian periods are read, the Prologue and one of the Canterbury tales are carefully studied. The followers of Chaucer are rapidly passed over and the course ends with selections from the Ballads and the Miracle and Morality plays. As occasions offer, talks on the essentials of literature, and especially poetry, are given, laying in the student a foundation on which to build a vital knowledge of the great English masterpieces.

**English Seven** covers the Restoration Period and the eighteenth century. The first part of the term deals with the regular, so-called classical, poetry of Pope and his school; the second part begins with the reaction against Pope and traces the slow rise of Romanticism. Prose writers and especially the originators of the novel demand much attention during this term.

## HISTORY

With all the great political unrest, social problems and economic changes now going on in America, the subject of History and Government assumes, if possible, a greater interest to students than ever before. The endeavor will be made to put in touch historic problems of the past with the living questions of the hour.

The following courses will be offered to students of the Summer School:

**American History II.**—This course is open to students who have taught and have had the equivalent of American History I in the Normal School. It may be taken to complete the requirements of a regular course and with the view of making a credit; or by those not caring for credits, but desiring a brief outline of the essentials of our country's history. The library has added many valuable references in American History during the past year, which will be at the service of the students. This

**English Nine** for the summer term of 1912 will be devoted to the careful study of two of Shakespeare's plays, Hamlet and The Tempest. The prime purpose of this course always is to fill the student with such enthusiasm for Shakespeare and give him such mastery of word and phrase difficulties that the remaining works of this wizzard of language will be read with ease and delight.

### HIGH SCHOOL ENGLISH.

This course is designed for those expecting to teach English in the upper grades or High School. It includes a preliminary survey of the principles underlying the study of literature, with definite suggestions along the lines of critical appreciation, helpful criticism, and outlined courses for use in special grades. There will be a detailed study of typical classics, included in the list for college entrance requirements. Those classics to be studied are: "Silas Marner" (Eliot); "Gareth and Lynette," "Lancelot and Elaine," and "The Passing of Arthur" (Tennyson); "As You Like It" (Shakespeare); "The Ancient Mariner" (Coleridge). Credit will be given in this work for English Four.

course begins with Jefferson's administration and extends to the present time. Daily.—Mr. Stickles.

**Greece.**—The history of this little country, its interesting people, their manners and customs, and particularly their government have a peculiar interest to Americans. A short course will be offered in this subject for method in presentation, as well as for the cultural value. Daily.—Mr. Stickles.

**The Nineteenth Century.**—This course is planned particularly to help those who have had English and American History sufficient to complete our Elementary Course and who expect to teach the history of the United States in the seventh and eighth grades; also, for High School teachers and any others sufficiently advanced desiring a course in modern European history. This work begins with the rise of Napoleon, observes the leading policies of Europe and its problems as they relate to and

affect America, and connects present European life with that of ours to-day. Three days each week.—Mr. Stickles.

**Political Parties and Party Problems.**—This course is open only to mature students who desire to make a brief study of American parties, their principles, platforms and practices.

It will consist of the study of a text-book, short reports by students and lectures and quizzes by the instructor. Since this is the summer of the national campaign, the subject is a timely one. Current platforms and policies will be discussed in an impartial manner. Three days per week.—Mr. Stickles.

## PHYSICAL SCIENCES

**Physics.**—A course in Mechanics and Heat. In this work five hours a week for the entire term, will be devoted to lectures and recitation, and five hours a week to laboratory work. First Course in Physics by Milliken & Gale will be used as a basis for the work with references to other work in the library. The experiments done by the students in the laboratory are both qualitative and quantitative, and are selected with reference to their practicality. The student is required to make most of the apparatus used in his work. This is a course for beginners in the subject.

**Physics.**—A course for Teachers of Physics. In order to meet the demands of the teacher who has to give instruction in schools with lit-

tle or no equipment, a course in the manufacture of simple laboratory equipment will be given. The work will be done entirely in the shop. Also instructions for equipping a laboratory will be given. This course will be open to teachers of the subject only.

**Chemistry.**—A course in Analytical Chemistry. Two hours a day for the entire term will be devoted to the laboratory, study of water, milk, and foods in general. Tests for impurities and common adulterations will be given, and a general study of food values made. The student will be required to keep carefully prepared notes of the work done. This course is open to students who have had satisfactory work on general inorganic chemistry.

## PHYSIOLOGY II.

This is a course in Sanitary Science and will be taught as indicated in the following outline:

### Course in Sanitary Science.

1. The health conditions in the community. (Study of reports of State Board of Health.)
2. List of preventable diseases most important to the people: (a) Tuberculosis; (b) typhoid; (c) diphtheria; (d) pneumonia; (e) diarrhoeal diseases among infants; (f) dysentery among adults; (g) scarlet fever; (h) smallpox; (i) malaria; (j) hookworm disease.
3. Cause of the above and other diseases of their kind. (What is a preventable disease?)
4. Study of germ life, with emphasis on forms that produce disease: (a) Biological relations; (b) structure—size, shape, motion, method, and rate of growth, etc. (lantern-slide

illustrations); (c) conditions favoring growth of disease germs (warmth, moisture, food, and absence of light); (d) aerobic and anaerobic germs; (e) carriers of germs; (f) how disease-producing germs get into the human system.

5. What constitutes insanitary conditions?

6. What constitutes sanitary conditions (lantern-slide illustrations)?

7. Typhoid fever as a type study: (a) General—(1) number of cases (indicating frequency of disease), (2) number of deaths (indicating mortality of the disease); (b) cause (typhoid germs taken in food or drink)—(1) insanitary conditions conducive to typhoid, (2) examples of typhoid epidemics and discussion of conditions that caused them ("Principles of Sanitary Science"—Sedgwick); (c) carriers of



typhoid germs—(1) water, how infected? (2) milk, how infected? (3) other food, how infected? the house fly (see outline under nature study, p. 11), (4) typhoid carriers; (d) prevention—(1) drinking water, (2) drainage in relation to water supply and outbuildings, (3) milk, (4) destruction of flies, (5) screens.

8. Outlines similar to the above are followed in the study of tuberculosis, diphtheria, scarlet fever, malaria, etc.

9. Best convenient ways to secure sanitary drinking water.

10. Milk and its products, from the sanitary standpoint.

11. The problem of ventilation.

12. Location and construction of dwelling houses and barns with reference to healthfulness.

13. Practical way of securing a good water supply for domestic use.

14. Sewage and sewage disposal.

15. The problem of food and dietetics.

16. Fundamental principles of domestic and community hygiene.

## MATHEMATICS

The course in Mathematics for the Summer School will be as extensive as the demand, which usually covers all the subjects, from secondary arithmetic to college algebra, trigonometry and surveying. The aim of the course will be to meet the peculiar needs of the teachers, and the work will be presented from the teachers' viewpoint.

There will be two grades of arithmetic classes, each grade covering the entire subject, one somewhat more advanced than the other. The work in this subject will not be a study of the conventional, stereotyped problems of the text-book, but an attack upon the problems to be met with in everyday life on the farm, in the kitchen, and in the shop.

There will be at least three grades of algebra classes, and possibly four. These grades are designated in the regular courses of study as Algebra 1, 2, 3, and 4. There will also be classes in geometry suited to the needs of every student desiring to pursue the subject.

One of the most helpful and interesting features of the work in mathematics in the Summer School is the course in trigonometry and surveying. The course in trigonometry includes the solution of the plane triangle, mensuration of plane surfaces, and mensuration of solids. The course in surveying includes the determination of areas, leveling, topographical surveying, etc.

## DRAWING

**Drawing One.**—A class for those who have had little or no previous instruction, or who expect to teach drawing in the first to fourth grades.

Subjects included:

Drawing of common objects, fruits, vegetables, household articles, farm implements, etc.

Paper cutting of fruit, vegetable, bird and animal forms.

Brush and ink rendering of trees, leaves, plants, flowers, etc.

Simple construction work as, portfolios for drawing materials, covers for nature study, science and literature work, seed envelopes, etc.

Watercolor from fruit or plant forms. Theory of color, simple landscapes.

Blackboard work, when practicable.

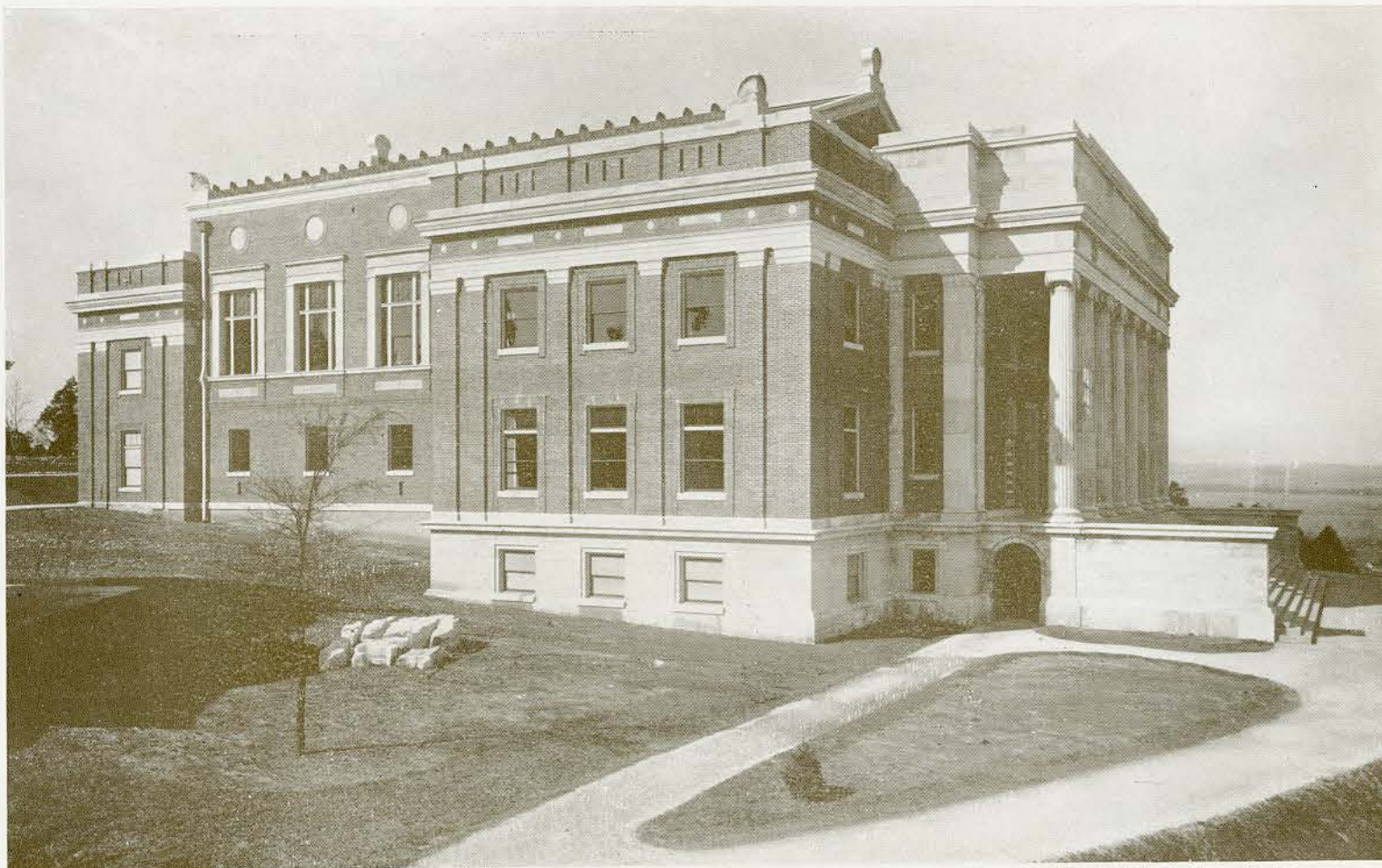
A special feature is made of nature study and outdoor sketching.

**Drawing Two.**—This class is open to anyone, but especially to those who intend to teach

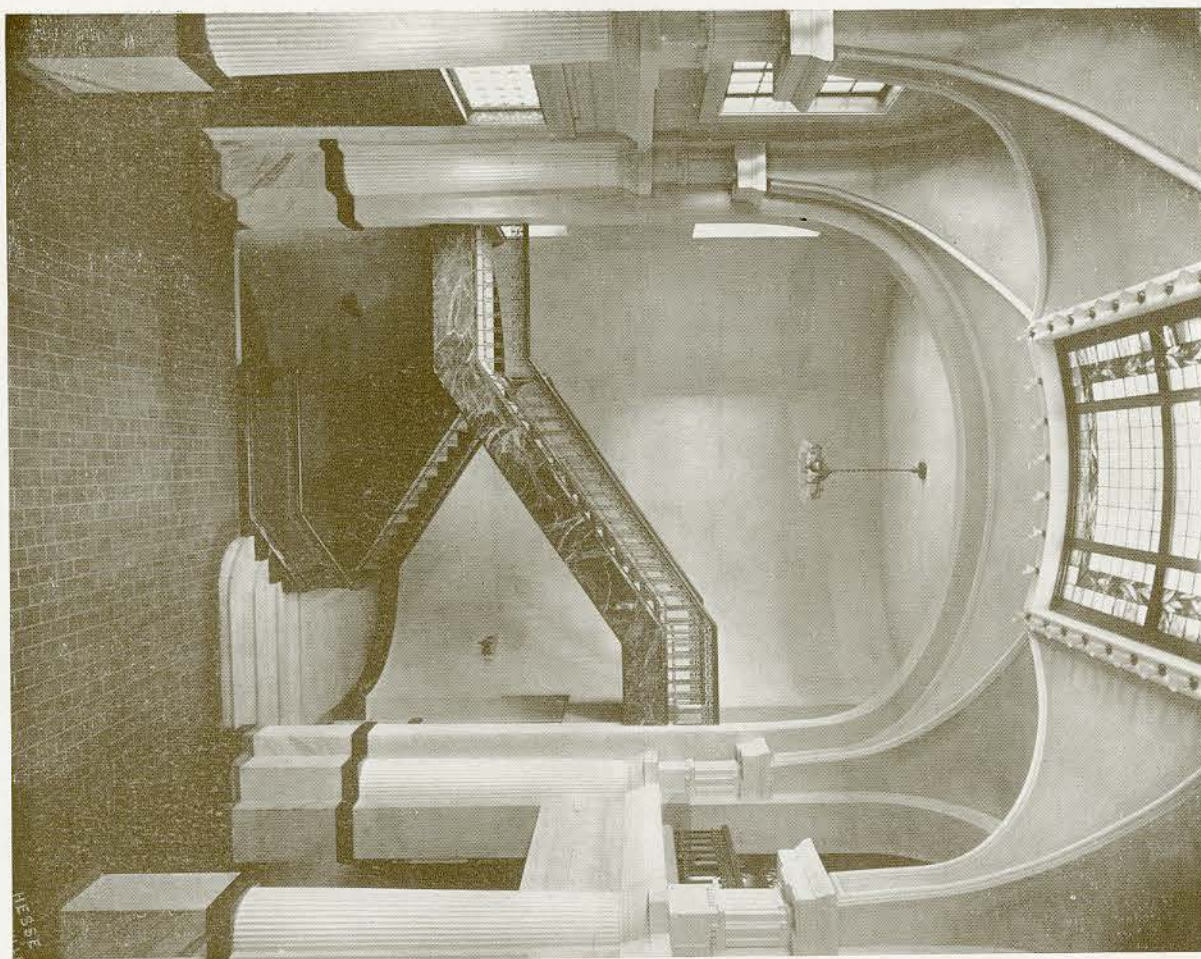


Stone Columns at entrance of New Vanmeter Hall and Administration Building Western Kentucky State Normal School. The landscape seen for miles in every direction from this point is one of the most attractive in America. A beautiful stretch of country beyond the columns is shown in the picture.





New Vanmeter Hall and Administration Building, Western Kentucky State Normal School. One of the most attractive fire-proof buildings in this country. It has an Auditorium with a seating capacity of 2,000 and many administration and class rooms. This building was dedicated May 5, 1911.



FOYER, NEW VANMETER HALL AND ADMINISTRATION BUILDING.





VIEW OF AUDITORIUM FROM STAGE.

drawing from the fifth grade to the high school.

Subjects included:

Theory and application of perspective drawing, from memory and object. Outdoor sketching from buildings, etc.

A short study of design.

Application of design to construction work.

Sketching and studying from nature.

Perspective of interiors.

Elementary mechanical drawing: Simple house plans and elevations.

Blackboard work.

If there is sufficient demand, advanced work in drawing, sketching, clay modeling, stenciling or basketry will be given.

## THE LIBRARY

The Library occupies the first floor of the east wing of Recitation Hall. It is well lighted and ventilated, and an effort is made to offer the best facilities for reading and study during library hours. On school days the library is open from 7.30 a.m. to 4.30 p.m., and on Saturdays from 9 a.m. to 12 m.

The library contains nearly six thousand books, besides many valuable government documents and pamphlets. One hundred periodicals are received regularly, kept on file, and bound as often as the funds will permit. These periodicals include the leading journals of education, science, history, literature, and art, the best of the popular magazines, and a number of newspapers.

Two valuable gifts of books have been received recently: One from Dr. John E. Younglove, containing many excellent books from his private library; the other from Mr. Robert F. Dulaney, being the remnant of the library of his brother, the late Judge William L. Dulaney. Donations of this kind are most acceptable to the library, and material relating to the history and literature of the State are particularly desired.

The books are classified according to the Dewey system, and the students have free access to the shelves and stacks. A card catalogue is provided which comprises author, title, and subject entries; and a librarian is always present to give assistance where it is needed.

Believing that no person can make the best use of a modern library without some knowledge of its technical methods, and that a systematic and scholarly use of reference books is a necessary part of a teacher's training, a brief course is given in the organization, management, and use of school libraries. This course offers six weeks of systematic instruction in Library Science; it is not a substitute for the extensive courses offered in library schools, but is intended to acquaint the student with modern library methods, and special attention is paid to the scope, value, and method of using reference books.

Successful completion of this work entitles the student to one regular credit.

The following subjects are briefly treated:

1. Relation between the Library and the School.
2. Mechanism of books.
3. Classification, and arrangement of books in the Library.
4. Study of reference books.
5. Catalogues, indexes, and book reviews.
6. Investigating subjects in a library.
7. History of books and libraries.
8. Book selection and book buying.
9. Children's books.
10. Care, and use of pictures in teaching.—  
Florence Ragland, Librarian.





## The School of Domestic Science and Domestic Arts

The subject of Domestic Science and Domestic Arts is rapidly gaining recognition throughout the State of Kentucky. Several county superintendents in the Western District will require their teachers to present this work as best they can the coming school year. During the summer term classes in Domestic Science and Domestic Art, 1, 2, and 3, will be sustained to aid in meeting the demand.

The classes in Domestic Arts 1 include model sewing only, which is the foundation of all hand and machine work; in Domestic Arts 2 the girls will draft a pattern and make a corset cover; and Domestic Arts 3 continues the plain sewing by making a petticoat.

The class work in Domestic Science 1 include elementary cookery and the study of foods with special stress placed upon the cookery of foods representing the various food principles. Domestic Science 2 and 3 deals with the cookery of different types of foods and specific examples of each.

A special course will be offered to those who expect to teach this work in the rural districts this year.

Each department in this school has its own particular practical and professional aims.

The practical purpose in cooking may be stated generally as an effort to show the relation of science and practice, to teach the art of cooking, to develop skill and judgment in the use of materials, and to develop correct ideals of neatness, order, system, and economy. The professional aim is to show the development of the subject as teaching material, to show adaptation to school purposes, methods of presentation, and training value.

A study of foods is necessary if dietary conditions are to be improved. This practical knowledge is obtained by studying in detail the composition, structure, digestion, digestibility, specific food and nutritive value, economic value, selection, cost, and influence of preparation of our common foods.

The course in sewing also has a two-fold purpose—to present a systematic, well-developed course of instruction that shall develop skill and judgment on the part of the student. The second purpose is professional, being to give a content from which courses of study may be organized and to show the development of the subject matter, its teaching possibilities, methods of presentation, and class management.

## Nature Study and Elementary Agriculture

**Nature Study.**—The peculiar value of this subject lies in its relation to problems of everyday living, especially in the rural community. In the courses outlined the purpose is to give training that will enable the teacher to develop a basis in early grades for the work in Agriculture following in the later period of school work. Two courses are offered, either or both of which are open to any student.

### Course 1.

This course will be given to the mastery of the following topics.

#### I. Nature of the Subject.

1. Purpose and relations of the subject.
2. Correlation with other subjects of the curriculum.
3. The making of helpful life relations.
4. First-hand knowledge of the helpful and harmful in nature.

#### II. Subject-Matter.

1. Bird life.
  - a. Study of common species in relation to the work that each does.
  - b. Identification.
  - c. Game laws.
  - d. Enemies and protective measures.
  - e. Value to community life based on food studies and feeding tests.
  - f. Field studies.
2. The insect problem.
  - a. Purpose and importance of its study.
  - b. Insect pests. Life histories, destructive work, natural enemies, artificial means of control; the problem of spraying.
3. Beneficial insects.
  - a. How we are helped by them.
  - b. Life histories.
  - c. Establishment of helpful life relations.

#### III. Insects Injurious to Health.

1. A list of such insects.

2. Study of life histories.
3. Practical methods of extermination.

#### IV. Simple Methods for Preparing School Insect Collections.

##### Course 2 (Continuation of Course 1).

1. Study of common fungus pests.
  - a. Importance.
  - b. Life histories.
  - c. Control.
2. Insectivorous animals.
  - a. Their food.
  - b. Life histories of common species.
  - c. Estimated importance to community.
3. Study of common shade and forest trees.
  - a. Value of a tree.
  - b. Trees adapted for shade about school and home.
  - c. Planting, pruning, spraying, and the general care of trees.
  - d. Forest preservation and reforestation.
4. The school garden.
  - a. Purpose and educational value.
  - b. Location and general plan.
  - c. Adaptation of things planted to the grade.
  - d. Preparation of the soil.
  - e. Cultivation and care.

#### ELEMENTARY AGRICULTURE.

The work in this subject is planned for the equipment of teachers of elementary and high schools. There is no subject in the school course that is of more importance than this one. Two courses will be offered, either or both of which are open to all students of the Summer School. In addition to these special

courses will be arranged for students far enough advanced in the subject to handle them profitably.

##### Course 1.

In this course the following topics will be studied:

1. The Plant, in relation to its activities.
  - a. Roots, and root hairs, and the problem of absorption.
  - b. Stems and their function.
  - c. Leaves and their work.
  - d. Substances of which plants are composed.
  - e. The plant foods.
2. The soil in relation to plant growth.
  - a. Principles to be mastered in order to understand the soil.
  - b. Origin and forces producing soil.
  - c. Constituents.
  - d. Physical properties.
  - e. Soil depletion and conservation.
  - f. Value of the various plant foods.
  - g. Study of fertilizers.
  - h. Rotation of crops.

##### Course 2 (Continuation of Course 1.)

1. The Problem of Tillage.
  - a. Preparation of seed bed.
  - b. Rational system of cultivation.
2. Methods and importance of seed selection, including purity and germination tests.
3. The study of our important field and forage crops—corn, wheat, oats, tobacco, potatoes, grasses, vegetables, small fruits, etc.
4. Study of livestock as a farm resource.
5. The orchard.

## DO YOU NEED A TEACHER?

Do you need a teacher for your Rural School?

Do you need a teacher for one of the grades of your Graded School?

Do you need a superintendent for your Graded School?

Do you need a teacher for one of the grades of your High School?

Do you need a principal for your Consolidated or High School?

Do you need a teacher to take charge of Special Branches?

We are in a position to recommend a limited number of instructors who possess character,

scholarship, and who have the ability to organize the school interest into a working unit and to accomplish educational results. We shall exercise very great care in making all recommendations. Only teachers who have given themselves special training for the great work they have chosen and have dedicated their lives to the service of teaching will be recommended. We invite correspondence with persons desiring a good teacher. All questions cheerfully answered.

Address

H. H. CHERRY, President,  
Western Kentucky State Normal,  
Bowling Green, Ky.



## PHYSICAL EDUCATION

The Western Normal has closed a contract with one of the most noted teachers of Physical Education in this country. This instructor will be with us during the Summer School of six weeks and devote his entire time to this department of education. Theoretical and practical work will be done. Much outdoor and

indoor work will be done. The subject will be treated from a pedagogical as well as practical standpoint. This promises to be one of the most interesting features of the work for the Summer School. We promise a high grade instruction to all persons desiring to specialize in this department of education.

### Excursion from the Western Normal Summer School to the Kentucky Educational Association

An excursion train of student-teachers attending the Summer School of the Western Normal will leave Bowling Green for the K. E. A. in Louisville during the session of the Association. Low rates will be offered. The excursion party will be one of the largest that has ever left the Western Normal for the State teachers' association. The institution has arranged for elegant headquarters at the Galt House. Low rates for rooms have been of-

fered. Persons will have the privilege of taking their meals anywhere they desire. Commence now to make your arrangements to be one of the eight hundred former students of the institution who will assemble in Louisville during the K. E. A. A large number have already written that they will join the reunion of former students at the headquarters at the Galt House.

## FOR HIGH SCHOOL TEACHERS

Instructing in the High Schools of the State and elsewhere are many teachers of general and special subjects who feel the need of a more adequate preparation for their work. This preparation should not only be along the lines of work in advance of the subjects ordinarily given in the High School, but should be approached from the viewpoint of the teacher who would instruct in them with the most effective methods. With reference to these two points, the Normal affords a peculiar advantage. In order to give to the teachers of the State the most effective service, the regular members of the faculty will give during the Summer Term special work for High School teachers. For the benefit of those teachers who would spend a part of their vacation in a study of the more advanced subjects, there is appended a re-statement of the courses offered:

#### Pedagogy.

Laboratory work for advanced students.  
Supervision for principals and superintendents.

#### Mathematics.

Advanced Geometry.  
College Algebra.  
Trigonometry—Plane and Spherical.  
Surveying—Field Work.

#### Natural Science.

Advanced Biology—Lectures, Laboratory and Field Work.  
General Agriculture.

#### Physical Science.

Shop Work in Physics.  
Quantitative Chemical Analysis—Soil, Waters and Foods.  
Industrial and Commercial Geography.

Advanced Physiography.  
Special Geography for Teachers.

#### Domestic Science.

General Courses in Elementary and Advanced Cookery and in Model and Plane Sewing.

Special Course for Advanced Students.

#### Latin.

Teachers' Course of Lectures and Investigation.

Caesar—rapid and sight-reading.

Cicero—two orations.

#### Greek.

A Course in Greek Grammar.

#### English.

Advanced Course in English Classics.

High School English for Teachers of the subject.

#### History and Economics.

History of Greece.

Nineteenth Century History.

Political Parties and Party Principles.

#### Library Methods.

A Course in Library Methods for Teachers.

#### Music.

Advanced Course in Public School Music.

#### Drawing.

Advanced Drawing—outdoor sketching, water color, clay modeling, stenciling and basketry.

## GEOGRAPHY

The Department of Geography will sustain classes in Political, Physical, Commercial and Industrial Geography, and a brief course in the Method of Geography, in which there will be discussions along the line of the course of study in the Public Schools. There will be considerable field work in the way of excursions to the stone quarries, which are numerous in this region, and to examples of the work of underground water and effects of deforestation and erosion of soils. There will also be a display of Forestry, including a large number of photographs and series of lantern slides, illustrating the lumbering industry and the effects of deforestation upon soils, floods and

navigation. Also a series of lectures of other phases of Forestry and forestry problems as applied to work in Geography. Excursions will also be given to the alluvial valley of Barren River, and an excursion to Mammoth Cave; all of which, will be a part of the field work in the various courses in Geography. The object is to make the out-of-doors a laboratory for geographic study.

In the course of Commercial Geography, the discussion will be along the line of conservation of the natural resources and the relation of the natural resources to the national development.

### Special Announcement Summer School Western Normal

Masterpieces by Prof. S. H. Clark, Head of Department of Public Speaking, University of Chicago

We are glad to announce that we have secured the services of Prof. S. H. Clark, of the Chicago University, for two days' work. He will give three lecture recitals on the evenings and afternoon of July 4th and 5th. The following is the order of the addresses:

July 4th, afternoon, "The Interpretation of the Printed Page."

July 4th, evening, Evening Recital, adaptation of "Les Misérables."

July 5th, forenoon, "The Spirit of Literature." The Fort Wayne Journal-Gazette, in speak-



ing of a series of lectures which he just gave in that city, says:

"Of the audience of six hundred which heard Prof. S. H. Clark lecture last evening at the Elks' hall, fully half indicated their desire to hear him again next season by signing the pledge cards distributed by Mrs. Dawson and her assistants of the Woman's League, through whose efforts the course was arranged. There have been lectures and lectures in Fort Wayne, but never a series that seemed to appeal to the fancy of all the people as has the course just completed by the speaker from Chicago, and the announcement that he would return next season was greeted with genuine enthusiasm by the room full who had gathered to hear his farewell discourse. We have had many lecturers, whose knowledge of their subjects was doubtless as exhaustive as Prof. Clark's, but his wide knowledge is transmitted by personality into something akin to genius, and facts take on the charm of romance as he gives them. It is a rare pleasure to know that he will be with us again next year in a series of

dramatic studies. He has just completed his thirty-second engagement in this city. It is to be hoped that the Fort Wayne series is only an earnest of pleasures to come.

"'Les Miserables,' the lecture announced for early winter, was given its postponed reading last night, and there were many who felt Prof. Clark to be at his greatest in his analysis of Victor Hugo's masterpiece. Following Jean Valjean down the paths of his tortured life, the lecturer chose the soul climaxes, showing in subtle fashion, the subjective aspect of his salvation through love. 'Les Miserables' is not a happy book, and its title applies quite as much to those who read its tales of sordid suffering, as to the victims of environment, which it pictures. To read the book is to flay the emotions, to be held in the merciless grip of mental torture, for which there is no surcease, but its tale of 'the under dog,' as Prof. Clark called Valjean last night, impresses the necessity for love, and leaves one with the conviction that it is solvent of society's problems."

## Headquarters of Western Kentucky State Normal School at the Kentucky Educational Association

Not less than eight hundred teachers who are now attending or have attended the Western Kentucky State Normal School or have attended the Southern Normal School before it became a State institution, will attend the next session of the Kentucky Educational Association, which convenes in Louisville, June 25, 26, 27, 1912.

We have arranged to have the headquarters of the Western Normal at the Galt House. Rooms can be had at this hotel for \$.75, \$1.00, and \$1.50 per day, depending upon the room selected and the number in the room. Arrangements have been made for parties of three or more teachers who desire to occupy the same room at \$.75 each per day; for one in a room the rate is \$1.00 per day; for two in a room, \$.87½ per day; for one in a room with bath, \$1.50 per day; two in a room with bath, \$1.25 per day. Students can use their own pleas-

ure as to the place where they take meals. One of the large reception rooms in the hotel will be used for headquarters of the institution. Some one will be in charge of this room during the entire session of the Kentucky Educational Association. Former students will have the privilege of using hotel assembly rooms for the purpose of any called meetings they may desire to have.

It is earnestly hoped that many former students will attend the K. E. A. and call at the headquarters of the Western Kentucky State Normal School during the session. Commence now to make your arrangements to attend the greatest session of the Kentucky Educational Association that has ever been held in its history. Former students desiring further information will be furnished the same by writing Pres. H. H. Cherry.

## Kindergarten Department---Special Announcement---Summer School

Miss Mary Bingham Pratt, a kindergartner whose training includes not only a thorough specializing in kindergarten theory and practice but a liberal collegiate education as well, has been employed for the summer School of the Western Normal.

Miss Pratt is a graduate of Columbia University and several other great institutions of learning. In addition to this, she has had a wide experience in her department of education. We give below a brief outline of the work that will be offered. Miss Pratt has had charge of the Kindergarten Department in the State Normal School at Geneseo, New York, for a number of years.

### 1. Kindergarten program.

This course will involve an inclusive study of the basic principles underlying the making of the program and the best use of materials. Aims and methods will be discussed.

### 2. Kindergarten stories.

This course will be based upon the psychology of choosing and telling stories in the kindergarten and first grade.

### 3. Kindergarten occupations.

For kindergarten and first grade.

### 4. Kindergarten plays and games.

## The Kentucky Educational Association

By Mrs. Cora Stewart, President Kentucky Educational Association

The slogan, "2,500!" sounded by the officers of the Kentucky Educational Association, has brought from every corner of the State reassuring echoes. All educators are co-operating with zeal and enthusiasm, and each one seems to be making it a matter of personal pride to bring the enrollment up to the desired 2,500. Some of the district organizers are planning for delegations of 500, with banners and badges, and every feature that will insure a pleasant trip. The Kentucky State Normal in the Western District, has already sent in the enrollment fees of a vast company of teachers, with the assurance that "more will follow." The Kentucky State Normal in the Eastern District is sounding the bugle call for the enrollment of its students, and will provide its full quota. The State University and all the colleges are astir, the city superintendents are actively at work, the county superintendents are organizing their teachers, and many of them are enlisting their county boards, and a survey of the field would lead one to believe that 5,000 would not be too extravagant an estimate on the number of those who now have their faces turned toward Louisville for the K. E. A.

Louisville, the most hospitable city of its size on earth, is planning to do herself proud in the manner of entertainment. The local committee is putting forth every effort as to music, sight-seeing, hotel and convention hall accommodations, and everything which will contribute to the comfort and enjoyment of teachers.

The trip, the sights, the meeting and associating with congenial friends and co-workers, the recreation, are all considerable inducements, but greater than these will be the educational uplift which every teacher will receive, and the enthusiasm which he will be able to carry back into his field of work.

The program has been prepared with an eye to the educational needs of the State at this particular time, and while vocational and industrial education will occupy the main portion of the program, other important subjects will be presented, and several marches along lines of educational progress will be started.

Dr. P. P. Claxton, United States Commissioner of Education, will address the Association on Tuesday evening on the subject, "The South's Special Interest in Education." President Charles F. Thwing, of Western Reserve



University, will have for the subject of his address, "The Teacher, the Greatest Force in Civilization." President David Starr Jordan, of Leland Stanford, Jr., University, was to have sailed for Persia on June 13th, but postponed the trip to appear before Kentucky teachers with his message on, "The Case Against War." Miss Jessie Field, Superintendent of Page County, Iowa, and author of "The Corn Lady," will address the Association on "Educating a Boy in Terms of His Own Life." Dr. Newell Dwight Hillis, the successor of Henry Ward Beecher, Brooklyn, N. Y., will deliver a great lecture. Miss Marie Cromer, of South Carolina, famous as the originator of Girls' Tomato Clubs, will charm the Convention with her story. Dr. Elizabeth Campbell, of Ohio, will present the educational phases of "Personal Hygiene." The Strollers, of Chicago, a male quartette of world renown, will intersperse the program with choice selections, besides the music which local musicians will render for the pleasure of the teachers.

Kentucky, herself, boasts some of the greatest educational speakers in America, and a number of them will be heard on this program. The addresses of welcome will be given for the city of Louisville, and the school people of the city, by those grand and tireless champions of the cause of education, John B. McFerran and John M. Atherton. Hon. Barksdale Hamlett, State Superintendent of Public Instruction; H. H. Cherry, President Kentucky State Normal in the Western District; Dr. J. C. Crabbe, President Kentucky State Normal in the Eastern District; McHenry Rhoads, State Supervisor High Schools and Professor Secondary Education State University; T. J. Coates, State Supervisor Rural Schools; F. C. Button, Second State Supervisor Rural Schools; W. L. Jayne, Superintendent Boyd County Schools; Edgar C. Riley, Superintendent Boone County Schools; N. C. Hammack, Superintendent Union County Schools; Mrs.

R. N. Roark, Dean of Women, Eastern Kentucky State Normal; C. W. Richards, Superintendent City Schools Ardmore, Okla.; Dr. James Speed, First President K. E. A.; R. S. Eubank, Editor Southern School Journal; Mrs. Edith Smith Davis, a delightful chautauqua speaker of Wisconsin, and Superintendent of Department of Scientific Temperance Instruction and Investigation World's and National Woman's Christian Temperance Union; Mrs. Ida W. Harrison, Chairman Good Roads Committee State Federation of Woman's Clubs; Mrs. John Little, Louisville, member Legislative Committee State Federation of Women's Clubs; M. O. Winfrey, Superintendent Middlesboro City Schools; M. A. Cassidy, Superintendent Lexington City Schools; J. S. Dickey, President Bowling Green Business University, are names which guarantee a magnificent program.

The department programs are exceptionally strong, and on all of them will be found the names of persons who are authorities along the lines which they are to present.

The School Improvement hour will be one of unusual interest, and the reports from various counties of the work accomplished along this line will be an inspiration to all.

Several new departments will be organized during the meeting, dealing with phases of school work interesting to all. Several colleges plan to hold their annual reunions during the sessions. Most of the executive committees of the various congressional district associations are planning to hold their meetings at that time, and to make their plans for the fall meeting while full of enthusiasm.

"Meet me at the K. E. A.!" is becoming the by-word of every teacher, and one who expects to see a live Kentucky teacher on June 25th, 26th or 27th will find him in Louisville, happy and zealous in the march of progress.

CORA WILSON STEWART, President.



## CONDENSED INFORMATION

T. J. Coates, Supervisor of Rural schools in Kentucky, and McHenry Rhoads, Supervisor of Secondary Education, will do some special work along special lines during the Summer School. We are greatly pleased to announce that Bradford Knapp, who is at the head of the Farmers' Co-operative Demonstration Work in the United States, will be with us for one day during the Summer School and will give specific and definite work along the line of rural uplift, and especially along the line of Boys' Corn Clubs. The day's work which he will do will offer instruction and inspiration.

—O—

Normal Heights is one of the most attractive places in America. Much work has been done in improving the grounds. It is an ideal place for a great Summer School. Hundreds of teachers have already written that they will spend the six weeks with us. The term opens June 18, 1912. Will you be with us?

—O—

Arrangements have been made to furnish meals on Normal Heights at nominal rates during the approaching Summer School. This will enable students to spend the entire day on the Heights. A plan has been arranged to make attractive boarding accommodations.

—O—

Excellent private board, everything furnished, can be had for \$3.00 and \$3.50 per week. Board in the School Home, everything furnished, is offered for \$11.00 per month.

—O—

Persons desiring to do so will have an opportunity to do regular work or special work in the institution. A large number of the leading educational experts of this country have been employed for special instruction in special branches. Teachers who have had heavy work during the year will have an opportunity to elect light work, taking such subject or subjects as they may be most interested in and, at the same time, enjoy rest and recreation on Normal Heights.

—O—

Practical and Theoretical work in Physical Education will be one of the leading features of the Summer School. A noted teacher of

Physical Education has been employed to take charge of this department. Teachers who desire physical recreation as well as those who desire systematic courses of study in Physical Education, will enjoy an unusual opportunity during the Summer School.

—O—

Excursions to the Mammoth Cave and down Big Barren River will be offered during the six-weeks' Summer School. A very low rate has been secured for these excursions.

—O—

The institution has decided to postpone the arrangement to furnish tents for rooming purpose to those desiring them. A large tent has been secured, however, for dining-room purposes, and all persons will have the opportunity of securing a wholesome, well-prepared meal at nominal rates on Normal Heights. This feature will be made sanitary and inviting from every standpoint.

—O—

The Fall Session of the Western Normal begins Tuesday, September 10, 1912. Persons desiring to enter at this time should see their County Superintendent and make application for free instruction. The Normal will add a number of new departments and a number of noted educators to its faculty for next year. Books will be purchased for the Library and much new equipment will be purchased for the different departments. We are going into the next year with a view of making it the most effective year's work in the life of the institution.



# Shakespearean Festival

IN THE OPEN AIR  
ON THE CAMPUS  
OF

**Western Kentucky State Normal School**  
**DURING THE SUMMER SCHOOL**

*Frank McEntee and Millicent Evison*

*(Formerly Leading Players with Ben Greet)*

And an Unusual Company of Selected Artists,  
including the following Former Members of

## THE BEN GREET PLAYERS

CHESTER BARNETT	EDMUND MORTIMER	JOHN S. O'BRIEN
LEONARD SHEPHERD	GEORGE B. HARE	HELENA HEAD
WALTER BECK	AUGUSTA TRUE	HENRY CALVER
	HENRY WALSH	

We are pleased to announce that arrangements have been made for two days' Shakespearean Festival during the Summer School of six weeks. This will be one of the most instructive and inspiring features of our Summer School program. The performances will be given in open air, on the campus of the Western Kentucky State Normal School.

We give below a statement from the Charleston News and Courier:

Lovers of the artistic in acting gathered at the Academy of Music last night to see "The Merchant of Venice," presented by Frank McEntee, Millicent Evison and their splendid supporting company. Press agents make many actors and reputation carries others. If, however, a more intelligent, artistic and altogether satisfactory interpretation of the role of Shylock has been shown on the American stage in the last generation than that given by Mr. McEntee last night, the reviewer has not had the pleasure of seeing it, albeit it has been his fortune to view the most prominent of late American actors who have essayed the part. It was, indeed, one of the artistic successes of the year.